

WEST-OAK SENIOR HIGH

130 Warrior Lane
Westminster, SC 29693

GRADES 9-12 High School

ENROLLMENT 919 Students

PRINCIPAL Dr. Russell Claxton 864-647-3065

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 18 | 18 | 1 | 0 | 0 |

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Excellent | Excellent | N/A |
| 2002 | Excellent | Good | N/A |
| 2003 | Excellent | Good | No |
| 2004 | Excellent | Excellent | No |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

| | Our School | | | High Schools with Students Like Ours | | |
|---------------------------|-------------------|-------------|-------------|---|-------------|-------------|
| Percent | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Passed 2 subtests | 70.7 | N/A | N/A | 77.2 | N/A | N/A |
| Passed 1 subtest | 17.3 | N/A | N/A | 12.2 | N/A | N/A |
| Passed no subtests | 12.0 | N/A | N/A | 10.6 | N/A | N/A |

EXIT EXAM PASSAGE RATE BY SPRING 2004

| | Our School | High Schools with Students Like Ours |
|----------------|-------------------|---|
| Percent | 97.5% | 95.5% |

ELIGIBILITY FOR LIFE SCHOLARSHIP

| Percent of | Our School | High Schools with Students Like Ours |
|--|-------------------|---|
| Seniors eligible for LIFE Scholarships at four-year institutions* | 17.5 | 14.7 |
| Seniors who met the SAT/ACT requirement | 17.5 | 15.0 |
| Seniors who met the grade point average | 58.5 | 51.2 |

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

| | Our School | High Schools with Students Like Ours |
|---------------------------|-------------------|---|
| Number of Students | 219 | 221 |
| Number of Diplomas | 181 | 172 |
| Rate | 82.6% | 77.8% |

PERFORMANCE BY STUDENT GROUPS

| | Exit Exam Passage Rate by Spring 2004 | | Eligibility for LIFE Scholarship | | Graduation Rate | | |
|--------------------------------|--|-------|-------------------------------------|------|-----------------|------|------------------------|
| | n | % | n | % | n | % | Met State Objective |
| All Students | 202 | 97.5 | 183 | 17.5 | 219 | 82.6 | YES |
| Gender | | | | | | | |
| Male | 98 | 95.9 | 84 | 14.3 | 107 | 79.4 | N/A |
| Female | 104 | 99.0 | 99 | 20.2 | 112 | 85.7 | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 197 | 97.5 | 179 | 17.9 | 213 | 82.6 | N/A |
| African-American | 5 | 100.0 | 4 | 0.0 | 6 | 83.3 | |
| Asian/Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Hispanic | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| American Indian/Alaskan | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | |
| Non disabled | 174 | 98.9 | 158 | 20.3 | 184 | 87.5 | N/A |
| Disabilities other than speech | 28 | 89.3 | 25 | 0.0 | 35 | 57.1 | N/A |
| Migrant Status | | | | | | | |
| Migrant | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Non-migrant | 202 | 97.5 | 183 | 17.5 | N/A | N/A | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Non-Limited English Proficient | 201 | 97.5 | 183 | 17.5 | 219 | 82.6 | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 38 | 97.4 | 49 | 14.3 | 60 | 73.3 | N/A |
| Full-pay meals | 164 | 97.6 | 134 | 18.7 | 159 | 86.2 | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 33.3% | | | | | | | | | |
| All Students | 231 | 97.4 | 16.9 | 27.6 | 30.7 | 24.9 | 63.6 | YES | YES |
| Gender | | | | | | | | | |
| Male | 115 | 94.8 | 22.0 | 29.4 | 30.3 | 18.3 | 56.9 | N/A | N/A |
| Female | 116 | 100.0 | 12.1 | 25.9 | 31.0 | 31.0 | 69.8 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 217 | 97.2 | 15.2 | 28.0 | 30.3 | 26.5 | 65.4 | YES | YES |
| African-American | 12 | 100.0 | 33.3 | 25.0 | 41.7 | N/A | 41.7 | I/S | I/S |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 176 | 98.9 | 10.3 | 22.4 | 35.1 | 32.2 | 75.9 | N/A | N/A |
| Disabled | 55 | 92.7 | 39.2 | 45.1 | 15.7 | N/A | 21.6 | NO | YES |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 231 | 97.4 | 16.9 | 27.6 | 30.7 | 24.9 | 63.6 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 229 | 97.4 | 16.1 | 27.8 | 30.9 | 25.1 | 64.1 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 93 | 94.6 | 28.4 | 34.1 | 27.3 | 10.2 | 45.5 | YES | YES |
| Full-pay meals | 138 | 99.3 | 9.5 | 23.4 | 32.8 | 34.3 | 75.2 | N/A | N/A |
| Mathematics - State Performance Objective = 30.0% | | | | | | | | | |
| All Students | 231 | 97.4 | 24.4 | 25.8 | 30.2 | 19.6 | 59.1 | YES | YES |
| Gender | | | | | | | | | |
| Male | 115 | 94.8 | 30.3 | 23.9 | 28.4 | 17.4 | 56.0 | N/A | N/A |
| Female | 116 | 100.0 | 19.0 | 27.6 | 31.9 | 21.6 | 62.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 217 | 97.2 | 24.2 | 24.2 | 30.8 | 20.9 | 61.6 | YES | YES |
| African-American | 12 | 100.0 | 33.3 | 41.7 | 25.0 | N/A | 25.0 | I/S | I/S |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 176 | 98.9 | 13.2 | 25.9 | 36.2 | 24.7 | 71.8 | N/A | N/A |
| Disabled | 55 | 92.7 | 62.7 | 25.5 | 9.8 | 2.0 | 15.7 | NO | YES |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 231 | 97.4 | 24.4 | 25.8 | 30.2 | 19.6 | 59.1 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 229 | 97.4 | 24.7 | 25.1 | 30.5 | 19.7 | 59.6 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 93 | 94.6 | 33.0 | 29.5 | 27.3 | 10.2 | 40.9 | YES | YES |
| Full-pay meals | 138 | 99.3 | 19.0 | 23.4 | 32.1 | 25.5 | 70.8 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|-------------------|------------------------------|---|---------------------------|
| Students (n= 919) | | | | |
| Retention rate | 7.4% | Down from 8.3% | 8.7% | 9.1% |
| Attendance rate | 96.4% | Up from 95.4% | 95.8% | 96.0% |
| Eligible for gifted and talented | 6.3% | Down from 7.3% | 9.7% | 5.8% |
| With disabilities other than speech | 19.9% | Down from 20.9% | 12.9% | 12.7% |
| Older than usual for grade | 10.3% | Up from 9.8% | 9.3% | 9.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 4.0% | Down from 7.5% | 3.0% | 1.6% |
| Enrolled in AP/IB programs | 8.0% | Down from 8.7% | 11.1% | 10.2% |
| Successful on AP/IB exams | 45.2% | | 53.4% | 53.8% |
| Annual dropout rate | 0.0% | Down from 5.9% | 3.2% | 2.7% |
| Career/technology students in co-curricular organizations | 14.5% | Up from 12.0% | 3.2% | 3.6% |
| Enrollment in career/technology center courses | 548 | Down from 567 | 550 | 466 |
| Students participating in worked-based experiences | 30.4% | Down from 31.7% | 31.2% | 25.7% |
| Career/technology students mastering core competencies | 69.2% | Down from 70.4% | 79.8% | 77.7% |
| Career/technology completers placed | 100.0% | No change | 98.8% | 99.3% |
| Teachers (n= 59) | | | | |
| Teachers with advanced degrees | 57.6% | Up from 43.1% | 54.8% | 52.0% |
| Continuing contract teachers | 89.8% | Up from 77.6% | 86.2% | 82.1% |
| Highly qualified teachers** | 87.0% | N/A | 88.0% | 89.5% |
| Teachers with emergency or provisional certificates | 0.0% | | 6.0% | 8.6% |
| Teachers returning from previous year | 87.6% | Up from 84.7% | 87.8% | 86.2% |
| Teacher attendance rate | 96.4% | Down from 97.3% | 95.6% | 95.3% |
| Average teacher salary | \$40,450 | Up 4.6% | \$42,048 | \$41,060 |
| Prof. development days/teacher | 10.3 days | Down from 15.0 days | 10.3 days | 10.6 days |
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 4.0 | 3.0 |
| Student-teacher ratio in core subjects | 25.6 to 1 | Down from 26.6 to 1 | 28.4 to 1 | 26.4 to 1 |
| Prime instructional time | 91.8% | Up from 91.6% | 90.5% | 90.0% |
| Dollars spent per pupil* | \$6,123 | Up 3.6% | \$6,358 | \$6,310 |
| Percent of expenditures for teacher salaries* | 57.6% | Up from 51.2% | 57.4% | 57.9% |
| Opportunities in the arts | Excellent | No change | Excellent | Excellent |
| Parents attending conferences | 79.0% | Up from 66.9% | 88.8% | 89.3% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Good | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Highly qualified teachers in low poverty schools** | 91.0% | 92.0% |
| Highly qualified teachers in high poverty schools** | N/A | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We had a very exciting year at West-Oak High School in 2003-2004. Earning a third Palmetto Gold award and being rated EXCELLENT again were exhilarating accomplishments. Our students demonstrated improvement in academic achievement and continued success in extracurricular activities.

Among our accomplishments were the following: Our seniors earned approximately 1.8 million dollars in potential scholarship funds that included five (5) Palmetto Fellows Scholars, fifty-five (55) LIFE Scholarships, forty-eight (48) HOPE Scholarships, and seventy-eight (78) potential Lottery Tuition Assistance recipients. One student was chosen for the Governor's Academic Summer Program. Our fine arts students excelled in their ratings in local and state contests with two students qualifying for the Governor's School and one student qualifying for competition at the National Beta Club Convention in acrylic painting. One Career Center student won a state title in drafting, meeting the criteria to compete in the nationals. The SAT Team placed first in the region competition. One of our Girls' State delegates won the title of State Superintendent of Education. The FFA Soil Judging Team captured a State Championship title, and the Robotics Team won many titles in their regional and national contests.

Our goals for the 2004-2005 year will be focused on increasing academic achievement by updating our strategic plan, by implementing strategies to improve literacy skills, and by refining our commitment to the High Schools that Work key practices. We will increase our English staff, lowering class size in ninth and tenth grade English, and emphasize reading and writing across the curriculum. In addition, we will investigate the feasibility of starting a Freshmen Academy, implement developmental counseling strategies for all students, increase career development, and continue our SAT/ACT improvement strategies. Our teachers will receive staff development in diversified learning strategies, best classroom practices, and analyzing data for improvements. We will carry on our freshman success strategies and our efforts to improve parental communications through Parent Connect. Our online learning center will be fully implemented. The School Improvement Council will continue a commitment to academic excellence by expanding their academic incentive program.

West-Oak High School will continue to be a student-centered school. We will carry on our efforts to meet our mission of preparing all students to become responsible, productive citizens through a strong comprehensive educational program. Through our school improvement plan, we will implement additional strategies to improve all of our programs. Continued collaborative efforts among our students, parents, staff, and community will enable us to meet the needs of all students in our Warrior family.

Jenny H. Elliott, Principal

Tammy S. Bryson, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 59 | 141 | 23 |
| Percent satisfied with learning environment | 84.7% | 72.1% | 82.6% |
| Percent satisfied with social and physical environment | 98.3% | 78.7% | 60.9% |
| Percent satisfied with home-school relations | 62.1% | 85.1% | 54.5% |

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.